CHILD STUDY

A QUARTERLY JOURNAL of PARENT EDUCATION

SUMMER - FALL, 1947

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HEADLINES

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How to manage normal fears and how to prevent abnormal anxieties in children is a matter of deep interest to all parents. Our next issue of CHILD STUDY will treat this subject from various viewpoints: coping with everyday fears, the psychoanalytic interpretation of the roots of anxiety, the effect upon children of the threat of divorce and of various social and economic pressures, including the influence of radio. We hope that readers, whether parents or professional workers, who have constructive suggestions to make about children's fears based on personal experience, will send a brief account of no more than three hundred words to our new department, *Readers' Exchange*.

★

This issue, Summer-Fall, inaugurates our new publication schedule. The issue which formerly reached subscribers in June now arrives instead in mid-September. We wish to point out that the new schedule implies no number lost, but merely a later appearance. You still receive four issues for each subscription. Our Winter issue, formerly called Fall issue, on Children's Fears, will appear late in November.

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The Child Study Association of America will celebrate its sixtieth anniversary in this coming year. When the Association was founded, parent education was a very new and almost daring idea, with considerable public apathy and even hostility to combat. Today, the need to help parents and children through the confusions of our modern world is no longer news but an accepted fact. Announcements about the Association's plans for celebrating this sixtieth anniversary will be made shortly.

A CHALLENGE

THERE is a challenge to all parents in the modest pages of the book just published by the Child Study Association of America, called "Parents' Questions." It is a challenge to make up our minds what concept of child-raising we are living by and in what kind of society we think our children are living or ought to live. Whether the authors intended it or not, the book expresses a realization that today, as seldom before in the history of the world, we are trying to make a civilization of freedom.

In any culture, freedom is bound to be regarded by some as a degeneration of morals, which, of course, it is—the degeneration of old and rigid morals to be replaced by freedom and wise choice. A civilization of freedom, however, in which people live by choice as well as by custom, in which parents ask questions of each other and of those who know, and not only of Grandmother, is far more difficult to live in. It is quite possible that our attempt may fail but it is a wonderful thing to try.

Today we are discarding many of the older ideas as to just what a child is. He is no longer regarded as a problem for which there is no solution but a spanking to keep him quiet, although a surprising number of people still cling to this antiquated notion. A far more insidious and common relic of olden times is the belief that a child is born in his father's image, a little John Grosvenor Smith already enrolled in Harvard and destined to be a good stockbroker, or a Phineas McGillicuddy, born to be a policeman.

The child is an animal trying to learn how to be a human being. His difficulty lies in the fact that there is no such thing as just a human being. He must be a human being in a certain time and place which set their own peculiar standards, their own cultural limits, and the child, with all his drives and his sensitiveness, must grow into an image of these, else he cannot live at all. He is a little animal trying to make himself over into the pattern of his society and yet when he comes

into full inheritance of that pattern, it proves to be a tentative, and swiftly changing one in which it is extraordinarily difficult to live.

In trying to prepare our children to live in a civilization of freedom—if we can make it work—we recognize that largely for technological reasons our greatly constricted world has become a place of more overt conflicts than ever before. To call it "one world" is to fool ourselves with the easy optimism of slogans. We do not realize that even if we can make it one world, we shall bring together into closer contact people who may not like each other and who are in any event very different. The idea that "one world" will be a peaceful place is contrary to experience and history. No one should realize this better than parents, for the most basic of all conflicts is that between parents and children. Therein lies the oldest strain and stress.

This one communal world into which we are now moving with conflicts more overt and possibly more difficult to handle, might be better understood if we could get at the solution of this old basic conflict between father and son. Like most conflicts, it is a curious mixture of affection and hostility—affection because they have lived together, and hostility for the same reason. If we could find the principle by which parents and children could come to understand each other, we might find the way for the other conflict groups—minorities and majorities, races, nations, peoples, cultures, civilizations—to do likewise.

People do not like each other just because they know one another. The old French proverb, *"Tout comprendre c'est tout pardonner,"* says "Understand everything and you will pardon everything." It does not use the word "know." If we are to solve the problem of the parent-child conflict, basic to all the other conflicts in the world, we must substitute "understand" in our dealings with each other for "know." We must find in national and international affairs the same principle of calm and humorous wisdom which underlies this volume, "Parents' Questions." The book does not assume that parents will understand their children merely because they live together in the same place. It offers a kind of technique for understanding the child. Instead of imposing upon him our idea of what he is, twisting and distorting his soul and making his struggle to become a human being more difficult, we look at him objectively and let him tell us what he is. If this attitude could be generalized, if we could view other peoples with the same objectivity, an enormous part of the conflicts now plaguing the world might be easier to solve.

LYMAN BRYSON
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The Modern Mother's Dilemma

SIDONIE MATSNER GRUENBERG

TO MOST of our young married women, the role of wife and mother is their most significant and most satisfying role. Yet increasingly these young mothers are bewildered by the incongruity between society's lip service to the family as the "basic institution" and the prevailing public indifference to the needs of children and mothers.

There is nothing new in the idea that modern woman suffers from a deep conflict about motherhood. This conflict has been described in great detail in a number of recent studies from the psychological and psychoanalytical point of view. Without going into the fine points of these discussions it seems clear that a primitive instinct urges woman to follow her innate destiny, yet newly developed aspirations for her own personality clash with this basic desire. Some women solve this conflict in a negative way—that is, by avoiding parenthood and following a smooth, straight working career. The vast majority of women, however, undoubtedly want children: and in ever-increasing numbers they want *also*—if possible—a chance to share in the stimulating practical and cultural activities of their adult contemporaries of both sexes. A relatively small number have been able to combine with motherhood and homemaking a respectable amount of civic and cultural achievement and even distinct careers in business, the arts or the professions. But more and more are chafing because they seem to be condemned to an unsatisfactory choice of one *or* the other.

MRS. SIDONIE M. GRUENBERG has been Director of the Child Study Association of America for many years. She is known widely as one of the pioneers in parent education in this country and for her lectures and articles. She is the author of "We, the Parents" and other books.

Mrs. Gruenberg has been concerned for many years with the problem presented in this article. In CHILD STUDY of May, 1939, she wrote on "Woman's Place Today." A discussion of "Reconversion Problems and the Family" appeared in *Teachers College Record* of October, 1945. The Winter 1944-45 issue of CHILD STUDY carried a further discussion of this theme in "New Vistas for the Family." Mrs. Gruenberg contributed a paper on "Changing Conceptions of the Family" to the May, 1947, issue of *The Annals* of the American Academy of Political and Social Science. Each of these articles dealt with some aspect of this same theme. It is interesting, as an indication of the general concern with this problem today, that after Mrs. Gruenberg's current article, "The Modern Mother's Dilemma," written last May, was in proof, *Life* devoted a considerable section of its June 16 issue to the same topic in "American Woman's Dilemma."

The rapid development of our American way of life in the past fifty years has obviously contributed to the present dilemma of the young mothers. During the Victorian period, educational opportunities for girls were looked upon as nice ornaments for those whose families could afford the luxury, or else as technical equipment for those who would "have to work." Today, over thirteen million of our women are graduates of high school and more than one and a half million of them are college graduates, and the proportion of both is mounting steadily. We cannot drift along without becoming more—and more destructively—entangled in the contradictions.

In this country everybody extols education, because it is supposed to make boys and girls into better people. And everybody worships motherhood, with the help of the florists and greeting-card manufacturers and merchants generally. But nearly everything we do to advance education and to glorify motherhood makes it more difficult for mothers to be people. More and more of the young mothers in their comments have been stressing this contradiction. They are doing a great deal of thinking and they are trying hard to re-value older ideas about woman's education and woman's life.

Most of them agree with the young woman who said, "It's easier in some ways to bring up children than it used to be. There are so many short-cuts, like prepared mixtures and strained foods. There are many mechanical conveniences and appliances, too. Much more dependable advice is available and there are better-informed doctors who are sympathetic toward young mothers."

On the other hand, many complain that there was nothing in their education to prepare them for the tasks ahead. "I had to learn *everything* after the baby came." Others blame their schooling, not so much because it did not furnish any technical equipment for motherhood as because it stirred their thoughts and ideals with such interesting and exciting matters that it is hard for them to turn to the prosaic tasks of homemaking. They feel that they have been mis-educated. "They used to tell us at college," one mother said, "that everything you learn and everything you do to develop your intellect and

personality will prepare you for the greatest profession—that of motherhood. But that just isn't so."

Another says, "It's illogical to give women training and experience along professional lines and then expect them to junk it completely."

"What is the matter," one mother asks, "with a culture which trains women for everything except this one great human task, so that while we are performing it, we feel ourselves of no importance at all—doing what any female should be able to do with only half a brain?"

The complaints include an awareness of inconsistency or paradox. "Of course, it's easy. And yet I never do anything else but housework and baby care," many mothers say. "My husband cannot understand why I get tired when I'm not really doing hard work, and I'm ashamed myself to spend all day at it and have no time for anything else. I feel that I am going to seed. I see almost no one and when my husband comes home, I have only trivial things to tell him."

Isolation the Problem

All the mothers agree that isolation is probably their hardest problem. They love their children and their husbands and they enjoy their homes. But the constant contact with only immature minds all day and the lack of companionship with their contemporaries makes them dissatisfied and short-tempered —for they can see no way out.

The mother of several somewhat older children told me: "I belong to the League of Women Voters and we sincerely believe that women ought to take a greater interest in civic welfare. Yet everyone of us has a sense of guilt about giving any time outside of the family. Every hour that we are away, we feel we ought to be at home."

These young women are concerned too about the effect of their own discontent upon their husbands. They feel that their husbands have their own problems to solve, as individuals and as the economic supporters of the family. They report that their husbands too feel there is something wrong about the way family life is arranged, yet they too have no practical suggestions to make.

One writes, "My husband is very helpful with the baby, but after all, for him the baby is something extra at the end of the day which has been filled with other interests, while for me it is my whole life. I hate to think of going on like that."

Greater than any other, perhaps, is the concern of those who say, "It's hard to give up the intellectual interests which you have cultivated so long. But isn't there some way that even while we are raising our children we can begin to look forward to a mature life which will be satisfying on its own account?"

Most of the younger women have had a chance to see middle-aged women in action. The picture in many cases is not a pretty one; and we cannot blame the younger women if they dread the prospect of growing into the "Moms" so severely indicted by Dr. Strecker and others. It is altogether too obvious that millions of women have been stretching a job which should last from ten to fifteen years into a pretext for being useful for thirty or forty years. They have been making every little task important, and have been keeping their growing children from becoming independent and responsible just because they had nothing else to do with their experience and time. Such middle-aged women suffer from the worst kind of frustration—that of being virtually useless; and they must do something to compensate for it.

To be sure, there are the women's clubs; many of them wonderful in their achievements and in their possibilities. But when a woman's existence begins and ends with club activities, it is hardly satisfying. Officers of women's clubs are finding it difficult to persuade the younger women today to join their groups.

This restlessness among the older women and the confusion among the younger ones must be significant for marriage itself and for family life. No marriage can continue successfully unless both partners are satisfied. Most of our younger women, even among those who are making a really good adjustment to their circumstances, feel a conscious or an unconscious envy of their husbands. However much they like their household duties or however well they can carry them out, they still envy the man who can go off to his work every morning while they stay behind. One of two young mothers whom I heard comparing notes one evening said that she had had a perfectly lovely time that morning: she went to the dentist while a neighbor looked after her child! It was such a relief to get away from home. "I understand," said the other. "And after you have had your second baby you are doubly glad to go to the dentist, because you can sit down."

Naturally, this problem is not entirely new. But in a generation of girls who shared the schooling and work opportunities of their brothers and boy friends before marriage, it affects more people and it takes on new importance. It is complicated further by the

lack of "hired help," which in an earlier generation was a necessary part of the life-pattern that our schooling set up as the model for "everybody"—and which that same schooling for everybody has made less and less available. Today, very few married women, even trained ones, can adequately replace themselves in the home with a paid worker. Nor can they count upon the helping hands of grandmothers, aunts, sisters or other relatives to relieve them in moments of need. These are no longer available in the ordinary family setting.

A further obstacle that many young mothers sense is the fact that not all husbands are sympathetic to the wife's misgivings nor to her aspirations. After all, most husbands remember mothers who set a different standard of what a wife and mother should be. One business man whose wife is a college professor declared that although his wife earns a little less than the maid who does the housework and helps with their little girl, he thought the investment in his wife's future was not too costly. Such an arrangement is unusual and not generally approved; and it does not look quite right as a picture of satisfactory family life.

As things are generally, we have no clearly recognized lines of development for the mother who will in a few years outgrow not only her children's need for her day-by-day services, but also whatever special skills and experience she may have acquired before her first child was born. Is this a problem that each woman has to work out for herself? Or is it important enough socially to deserve the attention of experts and statesmen?

It is not alone the immediate victims of our contradictory situation who are aware of the problems. Sociologists, psychiatrists and ministers are constantly affirming the responsibilities of parenthood, especially of the mother. They are constantly praising the home as "the threshold of democracy"—and holding it responsible for everything that goes wrong.

We are constantly assured that the early experiences of the infant, in which the mother plays so large a part, determine his personality and character: any harm at this stage can never be undone. Yet, taking our society as a whole, we see very little being done for these important early years. We have tacitly assumed that every young couple can beat its way through this bewildering new experience of parenthood. If the mother is really so important in the early years of the child's life, whose business is it to make sure that the mother is free—and able—to do her very best on that job? If the home is really so important for our democracy—or for the republic—whose business is it to make sure that the men and women who create and maintain the homes are in a position to make good homes?

No One Solution

I have no one solution to offer. There probably *is* no one solution. A thousand remedies will be offered for one detail or another. The conditions and the needs to be served vary in different parts of the country, among rural or urban populations, perhaps among different economic or social groups. The first need is for all of us to recognize what the problem is. But there are, in the meantime, a few obvious approaches to the dilemma of the modern young wife and mother.

One goes back to the school. Girls could be more intelligently and realistically prepared for the one job in which ninety per cent of them will become involved—marriage. (This does not absolve our educators from neglecting the education of boys for a similar prospect.) Girls could be more realistically prepared for their tasks as mothers, so that they might not only meet these tasks more effectively but also get more satisfaction out of the absorbing—and confining—years when the children make the greatest demands upon them.

Another need, in meeting which the schools might perhaps share, is to raise the prestige of the mother and housewife in the community, and so also in the eyes of the women themselves. This is something that cannot be left to the victims of the predicament; and it will require vastly more than solemn proclamations from community leaders in praise of the family as an important institution.

A great deal can be done, too, to meet the need of young children for companions of their own age—something that the ordinary family today cannot supply itself. The nearest that most communities have come to meeting this universal need is to supply "care for children of working mothers" grudgingly as a charity. We could supply such service generally out of consideration for the children's interests—and for the incidental relief of mothers, whether they "work" or not.

The women themselves can do more to meet their immediate problem, as many have already done. They can find ways to cooperate in handling some of the common tasks by organizing local play groups or nursery schools. They can pool their cars or carfares to take children to and from school. They can

"spell" each other for taking their children places and for time off for play evenings or for shopping daytimes. Such exchange in services would be of special value to the children, too, who can benefit from getting away from home and mother occasionally and from learning to get along with different people and in different settings. Because our tradition assumes that the more time a woman spends with her child the better she is as a mother, many feel a sense of guilt when they delegate some of the routine functions to others and so resist this kind of cooperation and miss out on its very real values.

The increase in the number of educated girls calls for a general recognition of a fact that has been too obvious to notice, namely, that a woman's life runs in a series of fairly distinct stages. In this series, the child-bearing and child-rearing stage is unique and of fundamental importance. During this stage, women have to understand and anticipate the essentially different later stages. This is the time when they must prepare for the future. Individual women have done this, but against great odds—the passive or active opposition of the community or of the husband, for example, or the lack of needed educational or economic opportunity and relief from the continuous care of the home and children. But to have children, raise them and at the same time try to find a way to the next stage while confronting people who think it is "wrong" to look ahead in this way, is too much for most women.

A Place Open for Housewives

A serious obstacle to planning ahead is the way we organize our "regular" work. In wartime, or in times of labor shortage, all kinds of businesses can find jobs for women and even arrange schedules for part-time jobs. During the past war, industry found it difficult to absorb many of the housewives because these had been so isolated at their own work that they were undisciplined for organized and directed effort. We may find it worth what it costs to take housekeepers from their isolation when there is *no* labor shortage, if only to teach them to work with others in some sort of group responsibility. Many former teachers were similarly called back to school during the teacher shortage. But as one superintendent observed, these women could "keep classes" but they were worthless as teachers because "they had learned nothing and forgotten nothing." They knew only the old school books and resisted new ideas and new methods and so were liabilities in the school rather than assets.

The fact that a woman's career as a technician or as a cultivated personality may be interrupted for several years by her peculiar function as the female of the species should not be allowed to penalize her. Both the individual and society would gain if we generally recognized and accepted the fact without prejudice. We should then assume that each ex-teacher or ex-bacteriologist or ex-designer would want to continue her intellectual and personal growth, in the expectation that as an ex-mother she would want to take her place as a full-time person after her children were grown and past a certain stage. We should then give mothers a chance to keep in practice in their special fields by means of partial jobs, or a chance at least to keep abreast of developing methods and new knowledge. We might even give mothers a chance to develop their talents for totally new kinds of service so that they would not need to remain forever merely ex-mothers.

Motherhood as Preparation for New Work

This view is not in keeping with prevailing attitudes and practices. Yet we commonly assume in the case of men—returning soldiers, for example—that vital and maturing experiences unrelated to the main occupation can make them more effective and valuable workers, even in new kinds of work. Women who have had the enriching and maturing experience of motherhood are just as likely to be stronger and more competent citizens or technicians; and they may well resent the status of useless reserves to be drawn upon as second-best in emergencies.

Motherhood is a vital and satisfying experience in its various aspects. In modern times, however, it is not normally an all-consuming or final experience. It does not last for the rest of life. Yet we have no socially approved or directed outlook for the many years that most mothers survive their children's dependence upon them.

If as a people we once recognize these facts and their implications, we shall be ingenious enough to work out solutions. We must plan for woman an education that will give her the skills and understandings to help her with her distinctive tasks as a mother. And we must at the same time provide a bridge from the necessarily restricting period of her preoccupation with the children to her mature years as a full participant in the life of her times.

New Ways to Reach Parents

LAWRENCE K. FRANK

WHEN parent education was being developed on a nation-wide scale, some twenty-odd years ago, it was generally assumed that the major task was imparting new knowledge about child growth, child development, habit formation, and similar topics of interest to parents. Parent education groups were usually organized and operated like academic classes, with assigned readings, lectures and discussions of the materials presented.

With the passing of the years and the accumulation of experience, the limited effectiveness of such teaching, like the circulation of pamphlets giving factual information and specific directions, has become apparent. It is being recognized that each individual hears or reads *selectively* what is presented, not only picking out what he will attend to and remember, but also interpreting what he has read or heard in terms of his own beliefs and feelings. Physicians have learned, for example, that a mother may twist and distort what she is told into the very opposite of what the doctor has said.

Experience has likewise made it clear that everyone, to a greater or less extent, accepts the assumptions and preconceptions of our cultural traditions. Today's parents have unconsciously taken over traditional ideas about human nature and conduct, older conceptions of human motivation, and especially moral judgments by which the past interpreted the actions even of babies and small children.

With these traditions, parents have accepted also their many incongruities and discrepancies. When conscientious they try to reconcile these conflicts or to apply first one concept and then another. Thus while we all accept the injunction to "love little children," we often follow the old precepts to "catch 'em young and treat 'em rough"—to "break their will," to scold and punish, even to terrorize little children by all manner of means. We are still inclined to think of the child according to the ancient theological conceptions as being innately wicked and sinful or fallen from grace, inclined to be perverse and anti-social unless dominated by authority and coerced and punished into being "good."

Today, therefore, we are compelled to recognize that parent education cannot assume that it is dealing with a clean slate of ignorance, which can be filled with scientific knowledge. We realize that many parents are already loyal to inherited ideas and expectations and that our major task is to release them from those conflicting beliefs and practices which cause many of the parent-child conflicts and some of the warped personalities of children and youth.

Parent education thus appears as a problem of *re-education*. We must free parents from obsolete beliefs by providing psychological equivalents for the older ideas and convictions, communicating some insights into personality development and the nature of personality and of emotional expression. Parent education is effective only as it can help parents to reorganize their existing ways of thinking and acting, and this only the parent himself can do, with the help and guidance of an understanding leader.

Parent education today therefore may be viewed as a systematic attempt to develop new ways of thinking about children and human relations, especially parent-child relations.

Furthermore, in addition to the task thus presented, we have the fact that confused and perplexed parents, troubled by their own personal problems and family difficulties and anxious about their children, are far more numerous today than twenty years ago. These fathers and mothers seek illumination and help on the total family situation, not just the rearing of their children. Parent education or re-education must therefore enlarge its scope and purpose to embrace family living.

Many changes and readjustments of customary routines and practices may be required in family living and homemaking if the needs of parents and of growing children are to be met more adequately. Parent education should be concerned with helping

DR. LAWRENCE K. FRANK, director of the Caroline Zachry Institute of Human Development, is well known for his research in the field of child study and for his pioneering work in parent education. The Caroline Zachry Institute, now in its tenth year, is concerned with research and training of personnel for education, mental hygiene and health care of children and youth.

people to develop more fulfilling ways of living and a greater enjoyment of their own children.

In the face of this situation, especially of this need for new and more effective techniques and materials, what can be offered today? As to *materials* which can be utilized for parent education: while books and pamphlets giving specific content are desirable, the greater need is for materials with more psychological meaning for parents. Many modern novels contain this deeper significance and are of great value in affording parents a personal experience which they can discuss with others who have read the same book.

The novel is important because it captures the reader's imagination and stirs his feelings. The reader identifies himself with the characters, vicariously undergoing some of the same experiences, so that the characters and their perplexities and feelings become understandable. Novels, especially those written by more sensitive writers aware of current family difficulties and newer viewpoints upon them, often give the reader insight into his own situation and shed new light upon his own perplexing human relations. In this difficult field of pre-parental and parent education, we have scarcely begun to utilize the great potentiality of the contemporary novel as an educational resource.

Many modern plays are likewise valuable in providing an opportunity for the audience to live vicariously through the lives of the characters and to realize emotional truths which they would neither recognize nor believe if explained in a more didactic form.

Useful as these plays are, the movies are even more important because they are more accessible to a vast number of people. Some of the recent movies are exceedingly interesting and promising for parent education because they begin to reflect the newer ideas and insights into personality and human relations.

Other of the recent psychiatric movies, however, are deplorable, especially those which make the psychiatrist a ludicrous or a sinister figure just at this time when many individuals and families desperately need psychiatric treatment and public confidence in psychiatrists is so important.

Fortunately, many of the newer pictures do convey some of the more important conceptions which parent education must try to communicate, though often in a curiously complicated way, intermingled with many of the older, now obsolete ideas and patterns. In some of the movies, through "flash-backs" and other new technical devices, we see the early childhood of a character, as a clue to understanding his adult behavior. In "The Locket," we follow the traumatic experiences of the little girl who, as a grown woman, is exhibiting anti-social and even destructive behavior. In "Brief Encounter" we see into the "private world" of the wife, sharing her reveries and fantasies, experiencing all the conflicts that go on behind her outer mask of efficient housekeeper and devoted wife and mother.

Unless we stop and reflect, we may miss the significance of this development in the motion picture. It promises ever more penetrating portrayals of personality and deeper insights into human relations through a medium which reaches millions of people every week. If in parent education we can relate our program to these current films, utilize them as subjects for discussion, we will have an immense new resource. This is true even despite the stereotyped and melodramatic treatment which so often mars the insight and understanding of an otherwise excellent picture.

Study Guides Needed

If parent education leaders had some carefully prepared study-discussion guides prepared for us in advance, many current movies could be used with great benefit in parent education. Such a study-discussion guide should, of course, point out the contrasts, in the same movie, between the newer conceptions and the survivals of the old, so that the very points of criticism may become educationally useful. It must not be forgotten that what may seem mere "Hollywood trash" to the more sophisticated audience actually expresses the firm beliefs of many, many people.

As in our ideas about materials, there has been a considerable reorientation in our estimate of what constitutes good techniques and effective methods for parent education.

The older didactic lecture still has its place, especially as a way of introducing a group to the problems and viewpoints involved and presenting basic content about children and child development. When an able speaker is available who can and will try to communicate this content to an audience, the results are often valuable. Unfortunately, many speakers are too concerned about their specialized work, too preoccupied with their professional content, even to recognize that there is an audience, and that they must establish communication with it.

Only too often a professionally trained worker merely gives a watered down lecture on clinical psychiatry or case work which is both confusing and disturbing to a lay audience. Again, a lecturer may

speak extemporaneously without having reflected upon his real obligation to his audience and how it may interpret these casual remarks. We need more careful planning of lectures for the public, and more instruction to speakers on certain basic factors involved in speaking to a lay audience.

Discussion in smaller groups is essential to effective parent education. This discussion should not become merely questions about factual material, but an encouragement to each person to express what he thinks and feels. Only as an individual articulates his own assumptions and expectations and feelings, as he gets them out into public where they can be seen and compared with others does significant re-education occur in groups. Often a parent finds great help in discovering that others have the same difficulties with their children, or are equally confused over new ideas and practices.

Various experiments made by the late Kurt Lewin and his co-workers have shown us the importance of providing for a resolution of such doubts and hesitations. "Group decision," a consensus freely arrived at by members of the group who decide together what they will do on a problem, may result in an actual acceptance of a new idea or practice and a willingness to try it, instead of mere verbal assent at the moment, with no lasting effects.

Most of us need to be reassured and bolstered up by the feeling that what we think and do is approved by others. This is a need which parent educators should not forget. It is most important when we are asked to change our ideas and habitual ways of doing things. Since what we customarily believe and do has been sanctioned by tradition and reinforced by many powerful agencies in our society, parents especially need the security offered by group approval and group decision.

Therapy of Role-Playing

Psychiatry has revealed that we do many things with little or no awareness of what we are doing or what it means. Parent education, therefore, would do well to use psychiatry's recently developed methods of group therapy, including the technique of role-playing, spontaneous dramatizations and similar activities known as psychodrama and sociodrama, although for this the leader must have had some careful training. Role-playing before a group, however, can be utilized without adventuring too far into group therapy. Each individual parent can be asked to play the role of a parent toward a child under different circumstances, while the group comments upon the performance of each one. Such role-playing can help everyone to view with fresh eyes the habitual action.

Since there are many seriously disturbed parents who may join parent groups, it is important for leaders to recognize such individuals and, if possible, help them to find the kind of help they need. Some of these individuals cannot benefit from group discussion and they may block, if not destroy, the educational program for others.

Parent education today must view its tasks as more than teaching content. It must recognize the difficult problem of helping people to reorient their customary ways of thinking—their habitual assumptions, expectations and patterns of human relations—toward our newer insights into personality development and interpersonal relations.

Moreover, parent educators should be aware that most of the older family patterns are passing, leaving men and women confused and anxious, unable to find any clear definition of what they should and should not do, as wives and mothers, as husbands and fathers. Many of the older patterns and practices of homemaking, housekeeping, child care and rearing are now regarded as invalid or obsolete so that women, especially, are uncertain and perplexed about their functions as mothers and homemakers.

Perhaps the major task of parent education is to try to restore the confidence of parents. They need the reassurance that while immense resources of new knowledge and understanding, new agencies and professions are available for their assistance, their basic functions as parents have not been taken away. Indeed, today as never before, we recognize how crucial and significant the parent-child relationship is and that its creative value depends upon the kinds of feelings parents and children have for each other.

If there is to be any mental health in our society, it must be provided not by psychiatrists and psychologists and social workers but by parents in the home. The way parents care for and rear babies and children, provide their basic security and protection, help them to accept the many denials and requirements of social life, will foster or jeopardize wholesome, sane personality development. Parent education therefore offers our most promising approach to mental health, the prevention of disturbed personalities instead of their diagnosis and therapy. A realization of their own vital role in providing children with their simple but basic needs in the home and the family may give men and women renewed confidence in themselves as parents.

Preparing Youth for Family Life

JOSEPH K. FOLSOM

COURSES in marriage, in family relations, and in child study have been steadily on the increase in our schools and colleges in the past twenty years. Fifteen years ago there was much planning for them on the national level; big organizational outlines, foundation grants, and so on. Today, although the national organizations are finding it increasingly difficult to support themselves, the work they started is thriving at the grass roots.

On the college level, there is a trend toward three general types of programs, although actually all these blend into one another. The first type is the kind of course in marriage and the family normally given to college seniors, usually in the Sociology Department, who satisfy certain prerequisites and possess a certain maturity and sophistication. This grew out of the old-fashioned course in the history of the family. Today, although it deals more with the modern problems of the family, it views them very much from the standpoint of "other" people. One knows that other people are getting divorced: what can one do to help the world and people in general to deal with the problem? Many students in such a course regard it as dealing with rather impersonal social questions.

The second type of course is more personal. It assumes that students have individual problems and want practical information on how to meet them. It attempts to fill their personal needs, although, like the more general course, it may be called "Marriage" or "Marriage and the Family," "Family Living," or "Home Living." It is likely to include a good deal of biology and psychology and home economics and usually covers a wide variety of individual problems. Asking questions of a personal sort brings out more spontaneity in the students. This course does not usually have heavy prerequisites and is made available sometimes to freshmen at college regardless of their background. It cannot be classified as sociology or biology or home economics.

DR. JOSEPH K. FOLSOM has been for many years Professor of Economics and Sociology at Vassar College, where he teaches courses in marriage and family living. He was a member of the White House Conference on Children in a Democracy, called by President Franklin D. Roosevelt, and is the author of many articles and books on the family. Dr. Folsom spoke at the Child Study Association Institute for Professional Workers in New York last spring.

In a course of this sort, such as I am now giving, one of the main interests expressed by the students is the present divorce rate. They are obviously frightened by it. What can they do about it? Is there any way they can prepare themselves against this danger? A young woman comes in with a serious personal problem of a husband who has violent temper tantrums. What can she do about this? Some of these students are young married people, some unmarried. A number of veterans and their wives are taking these courses.

The third type is the child-study course, centered less upon all the problems of marriage and the family than upon the growth and development of the child. Usually a nursery school or a child group is used as a laboratory.

Young people are drawn into these three different types of courses by different motives and from different backgrounds. The first two types place less emphasis upon the child-parent relationship, while the third approaches the whole family problem from the child development point of view. This latter emphasis, I believe, should enter more into all the courses. It is only normal that the young unmarried, in fact most of the people who get into college, are chiefly concerned with the problems of courtship and mate selection. They all want children, but that question still seems rather remote and they do not want to spend too much time discussing it now. They need, however, to be helped to foresee that twenty years or more of rather active parenthood is a major factor in marriage, that it should guide them in their present choices and that it requires preparation. They should start right now to build up an atmosphere for a happy family life.

I asked students in a senior, prerequisite course of the first type to tell me what they want to do with their lives: their ideals, their choice of a mate, their occupation, etc. The questionnaire replies were most interesting. Nobody today admits that he or she doesn't want children. Everybody wants to have children! I found two extremes of this desire. One girl said she just loved people and would like to have a home out in the country with lots of children, preferably eight. The other extreme was a young woman who said she liked children but that, because she had

certain ideals in her standard of living, she wanted children only under the very "nicest" conditions. She wished to be able to give them the very "best" of everything and therefore was afraid that perhaps two would be all she could handle.

I do not know how far the attitude toward having children has altered among high-school people, but certainly among college people it has changed in the last twenty years. It is much more favorable toward having a large family. My students on the average propose about four children as the ideal family. That is quite different from what college students said fifteen years ago when they frankly admired the typical two-child family of our American culture.

America's Birth Rate

It gives meaning and significance to our teaching and our study to think about the future of the American population and the larger relationships of America to the world. This involves, sooner or later, facing the problem which the British and French are facing: what to do about the birth rate. In all Western civilizations it has been declining among the more educated classes to such a point that they are not replacing themselves. Figures on some college classes of 1946 show, however, that these groups will probably, eventually, have enough children to replace themselves. Such has not been true of college graduates for several years. They have been replacing only fifty or sixty per cent of their numbers. War conditions have brought what is probably a temporary increase of birth rate. Whether this higher rate of replacement will go on, I do not know. We may not like to think about this, but the major nations of the civilized world are finding the population question the major problem influencing the future of civilization. Do we want our population to be recruited from those classes of people who have less education, less opportunity, less space and less facilities to bring up children? Shall we help these economically less privileged of our fellow citizens to maintain the population? How can we encourage our educated middle classes to have larger families and so keep their numbers replaced? The British have faced this problem and have set up a Royal Commission on Population. The French now have a Ministry of Population and Health. Sweden has been working on this question for several years. In Russia, the socialist economy handles the problem in its own way. But nations which wish to preserve capitalism must take special measures to deal with their population problem.

When I was in Britain several years ago, I was asked to speak before a joint committee of the Ministry of Health and the Board of Education, a committee known as the "Committee on Parentcraft"—their name for Parent Education. They asked me, "What have you got in America in your parentcraft which might have some bearing on this problem of the quantity of the population?" I replied that we feel that a most important outcome of good parent education is a greater enjoyment of children. People who have received such education find more direct values in bringing up children, see them not merely as a means to an end, a duty they must learn to perform, but a pleasure, an end in itself. The greatest function of parent education, particularly on the higher economic levels, is to create an atmosphere favorable to having adequate families, to combine the idea of the reasonably large family with the idea of the happy family. This combination has not characterized our society for the past few decades, but, partly because of the work of parent education, the concept is growing now. Let us hope that it will continue to develop and expand.

While my own experience has been largely on the college level, I realize that the high-school level is more important in reaching the masses of people. We may confidently expect that from now on secondary school graduation will be the reasonable expectation for the large majority of our people—let us say sixty to ninety per cent. If all the high schools followed the lead of the more socially responsible and tradition-free administrators and boards they could accomplish wonders in preparing young people for life in the modern world.

Courage to Go Forward

In America we have achieved a certain freedom from the dead-weight of authority, from the rigidity, the timidity, and the compensating tendency toward mass aggression, which grow out of the tradition of obedience-for-its-own-sake. We have begun—but only begun—to learn how to develop human beings. Some of the half-baked results are indeed terrifying, for we are as yet in midstream. The psychological land of Canaan lies ahead, if we have the courage to go forward rather than to turn back in fear toward the old formulae, the old superstitions.

Much of the difficulty of present-day parenthood stems not from the greater freedom and spontaneity we are trying to give our children, but from the

(*Continued on page 128*)

A Consultant Surveys Parent Education

MARION L. FAEGRE

THE QUESTION nowadays seems to be—who *isn't* doing parent education? On all sides, parents are surrounded by organizations and specialists with the education of parents either as their main objective or as one of their responsibilities.

It is not surprising, today's concern with family life and its tremendous influence on children. Dr. Frank J. O'Brien, Associate Superintendent in charge of the Division of Child Welfare of the New York City's Board of Education, put his finger on a thought-provoking reason for this increased interest. "The human being," he told Catherine Mackenzie of the *New York Times*, "is practically the only factor we have in common with the family of fifty years ago." *

Attempts at helping mothers and fathers to adjust to these new demands of our environment for which their upbringing did not and could not prepare them are more and more aimed at catching parents young. For many years there have been classes for mothers in connection with prenatal clinics. But nowadays mothers-to-be receive instruction in far more than how to bathe and diaper a baby, and what diet will insure a good supply of breast-milk. Clinic classes, and those conducted by such adult education centers as the YWCA, are now focusing much of their teaching on the psychological care a baby needs. They are pointing out the importance of breast feeding from a new angle: the building up of a warm relation between mother and baby. We cannot measure how much the skin-to-skin closeness of the baby to his mother while he is nursed affects his well-being; but we do have the negative evidence that babies in institutions, who receive only the minimum of personal attention, grow up into less responsive human beings.†

The prospective father is drawn into such classes wherever possible, for making him aware of the importance of his rôle even in the early months of his baby's life serves a double purpose. Once he begins to do things for the baby, he finds that this small being which he perhaps expected to be rather uninteresting until the walking and talking stage, is actually fascinating to watch in daily development.

Parents in the Rochester, Minn., Child Health Project may well be envied by less fortunate mothers and fathers. Nowhere else are parents given such thorough and specialized help, from the day their babies are born, on up through the school years. In Dr. C. A. Aldrich's Progress Bulletins, given to parents to supplement the help of physician and clinic nurse, even a minor source of maternal resentment is omitted. The mother of a baby girl, who may have been ruffled by the use of the editorial "he" for every baby receives a special edition in which the child is always referred to as "she" and "her."

Mothers of pre-school children today are investigating the possibilities of cooperative nursery schools with increasing interest and concern. Wives of veterans, forced by cramped living conditions into "doing something" about providing a suitable play environment for their children, are energetically working out plans for nursery groups in which they themselves take an active part. Mothers in housing developments are banding together for concerted effort. In one county of northern Virginia alone there are eleven cooperative nursery schools in operation this year, in addition to the seventeen others under public and private auspices. All are under the responsible supervision of the county child care counselor. Parents not only learn a great deal through their own observation and participation in these groups, but they are also carrying on lively group study, sometimes under expert leadership, sometimes under their own steam.

Nurses in public health programs have long been concerned with the education of parents of preschool children, but even here there is fresh develop-

MRS. MARION L. FAEGRE has had wide experience as a leader in parent education. She is a member of the United States Children's Bureau in Washington, where she acts as consultant in Parent Education for the Division of Research in Child Development. Mrs. Faegre took an active part in the discussions conducted by professional workers at the Child Study Association Institute in March, and her paper is an amplification of her remarks there.

* Catherine Mackenzie, "Parent Education," in the *New York Times Magazine*, March 9, 1947.

† See "Babies in Primitive Societies," by Margaret Mead, CHILD STUDY, Spring, 1947.

ment. Dozens of new ideas and methods are constantly appearing, like the device at Vanderbilt University School of Nursing, where each student nurse, during her pediatric experience, teaches at least six parent classes. In preparing her work for these public health groups, she learns as much as the parents do. The University has also compiled for her benefit a helpful record of all the questions parents have asked since these groups were started. The respect with which students' help is received is at times almost embarrassingly gratifying. One father politely brushed off a clinic physician's inquiries about his children, saying, "Sorry, ma'am, I can't stop to talk to you now. This young lady is going to tell me just how to feed this young 'un." Classes for fathers and mothers are sometimes held separately, so that the approach may be appropriate to the differing attitudes of men and women.

Variety of Community Programs

Community programs, covering the needs of the family as a whole, are of endless variety. San Diego's Family Service Association has this year given a number of courses and talks on everything from "Marriage for Moderns" to sex education classes conducted in the public schools. It carries on a radio program, and offers premarriage consultation service. A handbook for parents, "What Can I Do Now?," initiated by the Uptown Coordinating Council, and published by the Ninth District of the California Congress of Parents and Teachers * is chockful of ideas for handicraft, excursions, and hobbies. One of its suggestions, originated by Kenneth S. Beam, Director of San Diego County's Coordinating Council, is that the family keep a record book from when Jacky had that bad time with his ears, following the measles, to the snapshots of the camping trip with his father that brought them closer together. If this project catches hold on a large scale, it should help to strengthen family bonds, too often weakened by the uprooting and frequent moves of the war years. Of great later value, too, for doctors and teachers, as well as parents, is the personal history information thus gathered.

Community programs of family life education, such as those in Bethel, N. C., Cedar City, Utah, and Obion County, Tenn., have had much publicity—deservedly so, for the possibilities they open up for coordinated effort are remarkable. In Bethel, for example, it was felt that there was special need for community recreation, and for community participation of young people. Discussion groups started. Schools, libraries, P.T.A.s, churches took part. The school gave a room; the Home Demonstration Club helped the young people to decorate it; the library put in a bookshelf and a number of popular periodicals; the P.T.A. gave a reading lamp; the churches gave games; one organization gave a juke box, another a piano. A men's club helped the young people to build a tennis court. The whole community began to work together for its young people.

A parent educator in Agricultural Extension work cooperated in this North Carolina project. Twenty other states have similar specialists, and their reports disclose an interesting variety of work. In Texas, efforts are being made to see that not only children but older people, too, come in for physical checkups. As the proportion of older people in our population increases, it becomes correspondingly important that we do something to encourage their usefulness, study their problems, reflect on their influence on children's lives, and then act upon our knowledge.

In Ohio, as in many another state, parents may choose from a wide assortment of Agricultural Extension bulletins from learning to mix finger paints and have musical adventures at home, to helping children to tell the truth and to overcome fears. In some states news letters with a homey touch draw parents and parent education workers together.

The interest of commercial organizations in parent education is by no means new. Authentic publications on the subject have been distributed for many years by the John Hancock and Metropolitan Life Insurance Companies. But such stimulating new ventures as the Quarrie Corporation's radio programs, presenting Dr. Ernest G. Osborne, command a wide new audience.* The excellent pamphlet of the Household Finance Corporation: "Money Management: Children's Spending," with its small cost of five cents, undoubtedly reaches many parents who might never buy a book on the subject, or find time to read one.

A public service of a different nature is given by the religious leaders. The Washington, D. C., Federation of Churches offered this year a short course on child development for church-school teachers—at the urgent request, be it remarked, of the teachers themselves. As many of them are parents as well as instructors to other people's children, such a course serves a double purpose.

* Editor's Note: P.T.A. headquarters, 645 A Street, San Diego, Calif. 35 cents.

* Editor's Note: See Book Review, *Childcraft*, page 119.

A venture that has caught the attention of many interested in bettering family life is the class for parents of delinquent children. The idea of compulsory attendance, however, with the accompanying possibility of humiliation and resentment, has been a source of anxiety to many of us. Parent educators who have not seen the Study of the San Francisco Parent Guidance Center, by John Schapps of the National Probation Association, will be much interested in one of the conclusions reached by the author:

> "Special schools for parents of delinquent children can be dangerous liabilities, however, unless certain hazards are successfully avoided; the mere form of parental education can easily be mistaken for the substance. The extravagant claims which so commonly attach to novel and popular undertakings can be misleading and ultimately disillusioning; urgently needed professional services such as intensive family case work can be impaired or even omitted in favor of a superficial program." *

A rather telling comment on such experiments is provided by the experience of the Adult Education Department of the Minneapolis public schools. Here, a discussion group was organized on a voluntary basis, and led by a child development specialist from the University Institute of Child Welfare with long experience in parent education. Parents of children appearing in juvenile court are neither compelled nor persuaded to attend, although the court is interested in the project, and sometimes suggests it to parents as a resource. About twenty-five parents in the neighborhood of the Junior High School where it was held availed themselves of the opportunity. Not content with the six meetings originally planned for the autumn, they asked to have the discussion group continued throughout the winter and spring. But so far, not a single parent of a child with a current court record has attended!

One of the great impediments to the attendance of the "delinquent" parents at meetings was the distance they must travel, and the lack of any one to stay at home with their children. Two communities, at least, have found a way to overcome this difficulty. In one, a college teacher announced that students who served as "sitters" while parents were attending discussion groups would be excused from writing one paper in their course on Family Relations. In another, social workers eager to have their clients get the benefit of such groups offered themselves as baby- and child-tenders during their leisure hours.

One hears much of "group therapy" in parent education, but there is one simple and delightful kind of therapy which can be practiced either alone or in groups—that is, novel-reading of the right kind. Insight into our own lives and our children's may be immensely enriched by reading fiction and biography. Laments about the quality of present-day novels to the contrary, there are shining examples of penetration into child and adolescent life whose authors are perhaps without knowing it themselves, expert "parent educators." There is William Maxwell's "Folded Leaf," Carson McCuller's "Member of the Wedding," and Rumer Godden's "The River," all recent, all done with the precision of a jewel-cutter, and all dealing with those depths of adolescent experience buried, for many of us, beyond the reach of memory. There are such personal records as John Middleton Murry's "Autobiography: Between Two Worlds," Marjorie Bowen's "The Debate Continues," Lincoln Steffens' "Boy on Horseback."

For novels of quality dealing with family life we need not look only to present-day literature. Reflection on the immediate past sometimes highlights our understanding of current problems. Anne Parrish's "The Perennial Bachelor," Louis Bromfield's "A Good Woman," Elizabeth Bowen's "The Death of the Heart," Ruth Suckow's "The Bonney Family," and Glenway Westcott's "The Grandmothers" are among the many books which have been successfully used as a basis for group discussion among parents. It is so much easier to talk objectively about fictional situations than about those in one's own family.

An important and less obvious type of parent education is being furthered by Dr. Bruno Gebhard's health exhibit at the Cleveland Health Museum. Included in this exhibit are the famous Dickinson models showing prenatal development and the birth process. These models are also on display in other places, including the American Museum of Natural History in New York City. A stream of parents and children flow through the museums and these models should bring into the open many things that parents had felt unable, or unwilling, to discuss freely with their children. In the present confusion as to the direction family life will take in the next years, anything that brings parents and children closer, encouraging frankness and sincerity about shared problems, and greater thoughtfulness toward each other, is truly parent education.

* Editor's Note: A Study of the San Francisco Guidance Center (formerly known as the Parental School), National Probation Association, 1790 Broadway, New York. 1946.

Parents' Questions

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Aline B. Auerbach.

We parents get such conflicting advice from "authorities" that I sometimes think we'd be better off if we didn't read any books or listen to any more lectures. One advises spanking, another says it's the worst thing to do; one says train your child's habits early, another says too early training damages the child's personality development. How is a mere mother to know what course to follow?

In a sense, of course, you do have to use your own judgment, especially in choosing the "authority" who seems to you to make sense, and the reasoning on which he or she bases the advice or suggestions. Whether or not you agree with the reasoning of one or another will depend somewhat on the kind of person you are, how you feel about children, and your whole philosophy about family living.

Nevertheless, new understanding, fresh viewpoints and added information do open up new ways for parents. From books and lectures we may arrive at greater understanding of our children's needs, and sometimes, too, a deeper awareness of our own attitudes in relation to them and what they do. This very awareness often helps parents past their own habitual limitations. Perhaps we will continue to be stern or relaxed, according to our own nature and the way we see our role as parents. But with greater insight into ourselves and our families we will avoid pitfalls that come of too little knowledge and we will grow in the security that comes of greater vision.

Our study club is being wrecked by one member who insists on speaking at length in every meeting and who, unfortunately, has all the wrong ideas. The theme of her talks is always her six-year-old son: how much trouble she has with him, and at the same time, how wonderful he is. The mother is an attractive young woman, generally well-liked, except when she gets going on the subject of this child. You have to be sorry for the boy. He is very homely and has all sorts of allergies and has had innumerable serious illnesses. His mother is always anxious about him and won't let him do a thing for himself. He can't even go the one block to school alone like the other children. He is a bright child in some ways, but his mother thinks he is a genius and lets him and everyone else know it. As a result he has become a bore and a show-off, and at the same time is really very helpless. You can't just come out and tell another parent these things, but we had hoped through an objective discussion in the study club to get some of these ideas across. The mother, however, just talks on about her wonder boy and never seems to get the point.

Maybe your plan of helping this mother through your study club is not as unsuccessful as you think. Your idea may have been that she would sit meekly, and hear your discussions about the needs of children and the way parents can understand and help them, and that a great light would dawn. Sometimes insight and understanding does come in this way but even when a person intellectually realizes that he is making a mistake, he often is still unable to change the way he behaves.

It is quite possible that your club may have helped this mother in a very real fashion by allowing her to talk about her child. She is evidently trying very hard to build up in the eyes of others the reputation of her unsuccessful son, and of herself, the unsuccessful mother of an unpopular child. She may also be trying to convince herself that he is not the disappointment that a homely and sickly child can so easily be to his parents. In giving her a chance to do a lot of talking about the child and the problems she faces in caring for him, perhaps you are taking the edge off this need to justify him and herself. I am assuming you have all tried to listen with sympathy, and that she has felt interest, rather than hostility or bored indifference from the club members.

Of course, any real solution of her problems would have to go much deeper than this, but you need not conclude you have completely failed to help the mother because she does not fit into the role you had expected her to play in the study group. There is no

reason why you have to let her "wreck" the club by continuing to monopolize the discussions, however. The chairman should be able to handle that by insisting in firm but friendly fashion that participation in the discussion be more general.

I am a visiting nurse, called on continuously to give advice to mothers about bringing up children. I get questions ranging from whether or not to spank Jackie when he plays with matches, to what time teen-age daughters should be expected to come home. I do the best I can, but can't avoid the conclusion that it's not what *parents do and say, but* how *they do it. In other words, the spirit not the rules is what counts. Yet the problem of giving parents this spirit isn't the same thing at all as giving them the right facts. When it's their attitude that's all wrong, just pointing it out doesn't help much. Well, what does?*

You're right; telling people to "be more sympathetic," to "relax," to "enjoy the children," is no good when the seat of the whole trouble is that something inside them is preventing their doing just these things. But perhaps if *you* can relax, if *you* can be sympathetic (even with difficult and foolish parents, its no use scolding or preaching), if you can enjoy the children and make friends where the mother can't, she may imbibe some of your attitude by a process of contagion. Real parent education always goes deeper than imparting facts or even than offering ideas. The real purpose is to communicate feelings—feelings that generate better relationships between parents and children. In the last analysis this kind of education takes place best when the relationship between the educator—whether nurse, doctor, minister, psychiatrist or just friend or neighbor—and the mother in question is of the kind that liberates the best that's within her. If a mother finds that *you* can accept *her* with all her faults and foolishness, you thereby make her better able to accept her child. If she gets sympathy from you, her capacity to give it in her family is increased. If she finds you befriending a child whom she regarded as a disgrace, she is more likely to do so, too. Don't be too quick, either, to come up with an answer to her questions, a solution to the problem—be chary of advice. Do a great deal of listening and a minimum of talking. As you say, most of the important things between parents and children can't be taught, but they can be *caught*. The mother who experiences a spirit in you which frees her from tension and guilt will be well on the way to real learning.

My husband and I don't always agree about what to do with the children, and I don't seem to get very far in convincing him. He used to be a recreation worker and insists that common sense is better than all the psychology books I read. I must say that his methods work sometimes better than mine. Even though they grumble at times, the children do really love and respect their father and they do have good times with him. But I feel that it isn't good for them to get different treatment from each of us. Is there anything I can do?

Because you think about the children so much and apparently read a good deal on this subject, too, it's easy to see why you may feel that your way is best. But your husband may have a direct approach to the children, an understanding that comes from experience, and that is valuable, too. Psychology and common sense are not incompatible; psychology attempts to deepen and amplify common sense knowledge in a real and practical way.

Of course, you and your husband should agree on the main essentials of what you expect of your children. Certainly it's better, too, not to give them contradictory instructions which will only confuse them and may encourage them to play one of you against the other. You can talk things over much more satisfactorily if you respect each other's opinions and differences. Where the father does take an active part in the management of the family, as yours does, there is a much better opportunity to work things out together than where the mother takes over the whole matter herself, believing that she alone knows all the answers. Actually, two parents cannot behave in exactly the same way toward their children. Children learn quite early that mothers may do things one way and dads another, and that both ways have their values. The main thing is that the children should get from both parents a basic feeling of love and friendliness, even though it be expressed in somewhat different ways. Here again it is the relationship that counts.

WANTED: A children's supervisor in Connecticut
Professional training in field of nursing, kindergarten education, growth and development of child, recreation skills. Also experience in working with groups of young children and administrative ability.
Salary $2,700—$3,600
Reply to: LAURENCE A. FAGAN, Superintendent
P.O. Box 540, Hartford, Conn.

Suggestions for Study Groups

What are your plans for the study club program this year? This issue of CHILD STUDY should give you much material to think over in connection with your group and your community. Now is the time to review what has been done in your community, what your group has contributed to the enrichment of family life, and what responsibilities your members can assume this year. Here are some suggestions based on "Parent Education Moves Ahead" for vitalizing your program.

WHAT KIND OF PARENT EDUCATION IN YOUR COMMUNITY?

All the articles in this issue of CHILD STUDY stress community responsibility for parent education. The importance of preparental education is discussed in Dr. Folsom's article especially. The variety of resources a community can use is indicated by Mrs. Faegre and Mrs. Gruenberg.

An investigation of the education for parenthood available in your community would be an interesting and worthwhile project. Programs of real community service have developed out of such surveys.

1. Find out what is offered to young people in the way of preparental education. Beginning close to home with schools, churches and other organizations serving your own boys and girls, and going on to survey the community resources generally, find out about programs or courses. Visit some of these classes. Ask for outlines of their programs. To how many of the young people in the community are these opportunities available, and how many actually attend? Preparental education does not come only in courses, as is indicated in all the articles in this issue of CHILD STUDY. An interesting report would present and discuss the other ways in which your young people are being helped to acquire sound attitudes toward family living.

2. Survey and criticize the instruction and help available to parents and expectant mothers in your community. Find out how many of the community resources mentioned in Mrs. Faegre's article are actually used in your community. A worker from your public health center might give an illuminating talk on what is being done and what is still to be done in the preparation of expectant mothers, and fathers, too, for parenthood. Learn whether the prenatal educational program is adequately followed up in Well-Baby Clinics or through other sources after the child's birth. Evaluate the kind of help offered to these young parents. Are they learning about the physical care of the child only?

3. Where do parents of your community turn for help when the children get into trouble or seem not to be developing satisfactorily? Your State Department of Mental Hygiene or Public Welfare, the Department of Education, Psychology or Home Economics in your State University might be able to suggest a speaker who could discuss with you the guidance facilities of your community.

Parents have power. Use the reports of your committees to plan a program of constructive action for your community.

WHAT ARE MOTHERS CONTRIBUTING TO YOUR COMMUNITY? WHAT IS YOUR COMMUNITY CONTRIBUTING TO MOTHERS?

Challenging statements are made in "Modern Mother's Dilemma." How does your community fit into the picture? Mrs. Gruenberg raises the question as to whether our culture extols "Motherhood" at the expense of the mothers. Is your community as a whole, and are the families in your community cooperating to use to the fullest the resources of all its members?

Make a survey of the position of women in your community with special reference to mothers. Find out how many women work outside their homes. How many of these are mothers? What sort of positions do they fill and what kind of training have they had? What reasons do mothers give for seeking jobs? What satisfactions and problems do they report in connection with their work?

Use the "Readers' Exchange" column in CHILD STUDY to tell us how parents in your community have tried to cooperate with one another. Have they used plans suggested in "Modern Mother's Dilemma"? What difficulties have they encountered? What schemes seem to work best?

ARE YOU MAKING THE MOST OF YOUR DISCUSSION MEETINGS?

The purpose and effectiveness of the usual study-group program is questioned in "New Ways in Parent Education." Evaluate your last year's discussion program before you settle on plans for this year. A vote as to the most successful discussion meeting of last year, and an analysis of what made the winner a success might bring out valuable guides for this year. Set for this year a goal of more active participation, as urged by Dr. Frank. When an important issue comes up, try the method suggested in "New Ways in Parent Education" of concluding your discussion with a group decision. We would like to hear of your experiences with this procedure. We would also like to hear how you handle the problems such as those treated in PARENTS' QUESTIONS,* which are bound to come up in the course of a discussion meeting. Write out your group answer to some "parent's question" discussed by you and send it to the editors of CHILD STUDY for comment.

WHAT ARE YOU DOING ABOUT MOVIES AND RADIO PROGRAMS AS THEY AFFECT THE FAMILY?

The importance of popular channels of communication is pointed out in the articles by Mrs. Faegre and Dr. Frank. Among these, radio and movies conspicuously bring from the outside into your community sets of attitudes, certain impressions of child and family life. What do they bring to you? How can you use them?

Set up a Listening Committee, appoint Movie Reviewers to report to your group. They may recommend a group

* Parents' Questions. Staff of the Child Study Association. Harper and Bros. Revised 1947.

excursion, followed by discussion, to some thoughtful picture. Last spring several study groups in New York City met to listen together to the radio program broadcast by the Child Study Association.

Take time out to study the kind of parent education that comes over the air, is on the screen. If some material is questionable, as Dr. Folsom hints, your discussions and expression of criticism may help counteract the undesired influence. A poor movie can be made a source of good parent education. You can also do something about improving the choice of films shown at your local theater. Radio sponsors are sensitive to public opinion and to good original ideas, too.

How About a Program of Films?

All our writers urge us to wake up to new techniques of parent education. A film program may provide a welcome change from the usual lecture or discussion meeting and may stimulate experimentation with other newer media.

The supply of interesting and informative films dealing with aspects of child development and home and school problems is increasing. Here are two sources of information about films:

Educators' Guide to Free Films compiled by Mary Foley Herkimer and John W. Differ. Educators Progress Service, Randolph, Wis.

Films Interpreting Children and Youth by Margaret Hampel, Edgar Dale and Margaret Quick. Association for Childhood Education, 1206 Sixteenth Street, N.W., Washington 6, D. C.

Films can be rented at reasonable rates from the following sources. Write for their catalogues.

Film Library, New York University
Washington Square, New York 3, N. Y.

Encyclopaedia Britannica Films, Inc.
20 North Wacker Drive, Chicago 6, Ill., or
450 West 56th Street, New York 19, N. Y.

Further Reading

The Family and Democratic Society.....John Wiley, 1943
J. K. Folsom
(See appendix A, pp. 678-688 for bibliography of fiction dealing with family life. See appendix B, pp. 689-691 for journals and organizations devoted to family education.)

The American Woman. The Feminine Side of a Masculine Civilization
Ernest R. Groves Emerson, 1944

Education for Family Life.....1941
Commission on Education for Family Life
American Association of School Administrators

New Vistas for the Family (Reprint)
Sidonie M. Gruenberg Child Study Association of America

Leading Parents' Groups.....Abingdon-Cokesbury, 1946
D. M. and S. M. Duvall

Today's Children for Tomorrow's World—A Guide to the Study of Children from Infancy to Six Years
Aline B. Auerbach Child Study Association, Revised 1947

The Child, The Family, The Community—A Classified Booklist
Bibliography Committee, Child Study Association of America, 1947

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GARDEN CITY NEW YORK

Science Contributes

AN ANALYSIS OF PSYCHOANALYSIS

WILLIAM C. MENNINGER, M.D.

NEVER before has psychoanalysis been so much a matter of general discussion. Movies, the stage, magazines and books have explored the subject widely; the use of its principles among the military for treatment of battle neuroses extended the public's acquaintance with it.

Yet it is a fact that for most Americans psychoanalysis remains a matter of some mystery and, concerning it, misunderstanding is widespread. It is assumed by those who have only heard generally about it and know little of its exact nature that psychoanalysis is: (1) concerned primarily with sex; (2) composed of far-fetched theories and interpretations of human behavior; (3) practiced with at least semi-occult rituals by characters who are probably not reputable doctors and certainly not respectable scientists.

Actually there is nothing mysterious about psychoanalysis, and the assumptions about it have little or no basis in fact.

The term psychoanalysis today connotes three basic elements. The first is an investigative procedure by which repressed material in a troubled human mind can be uncovered. It was this aspect on which Sigmund Freud did his first pioneering work in the last decade of the last century. He discovered that a patient, induced to relax and speak out his free associations, could bring forth from the recesses of his mind the psychological material which underlay his neurosis (or psychoneurosis). It is a technique which, through evolution and refinement, has become a scientific therapy—a process of clearing away, stratum by stratum, diseased psychological material.

The second element in the term psychoanalysis is the body of theory and knowledge developed over the years. Freud and his co-workers accumulated an enormous amount of clinical material. Under Freud's leadership this was evaluated and classified and certain hypotheses were put forward to explain the phenomena observed. These hypotheses were tested against further experience and were modified or discarded and new hypotheses were propounded to fit the data obtained.

The third element is the combining of the first two—the evaluation of material obtained against the body of knowledge. Under the guidance of the psychoanalyst the individual is enabled to understand his inner conflicts and be helped toward emancipation from them.

When psychoanalysis is used as a treatment technique, the aim is first to make the patient aware of his inner conflicts, then to help him discover for himself the nature and causes of his subconscious struggle. In searching for evidence of unconscious wishes and fears, the analyst looks for their expression in actions or words, dreams and fantasies, and is alert to hidden meanings, implications, lapses of memory, slips of the tongue, and all the subtle, multifarious revelations of the patient's inner self which the analyst has been trained to detect and understand.

As he explores his own subconscious, the patient is like a fearful, struggling person who has come into an unfamiliar and totally darkened room crowded with furniture. He bumps into a chair and it falls over; he sidesteps and hits a lamp, which crashes. He struggles against unseen, threatening enemies (the unconscious and therefore unknown forces in himself). With the gradual coming of light (the interpretations made by the analyst) the patient can see and evaluate those "threatening enemies" accurately. It then becomes his responsibility to put his house in order as he wishes.

In all three of these elements psychoanalysis is directly integrated with the broader field of psychiatry—diagnosis, experience to draw upon, therapy. Psychiatry is generally and readily accepted; why is there suspicion of and resistance to psychoanalysis?

Freud, in 1917, pointed out that the very idea of psychoanalysis tends to arouse anxiety and prejudice, that the discoveries in this field necessarily wound human self-esteem to some degree. The revelation of the power of the unconscious, that "the ego is not master in its own house," repels many people. No one likes to accept the fact that he does not know

WILLIAM C. MENNINGER is a noted psychoanalyst who, with his brother, Karl, conducts the celebrated Menninger Clinic at Topeka, Kan. During World War II he was the Army's Chief of Psychiatry, with the rank of Brigadier General. Dr. Menninger is President-elect of the American Psychiatric Association. This article is reprinted from the *New York Times* of May 18, 1947.

himself or that he has no real understanding of much of his behavior.

Perhaps out of this basic resistance come the objections and criticisms people raise against psychoanalysis. In any case, let us examine some of them one by one.

First, "psychoanalysis is too much concerned with sex." The key words in this criticism are "too much," and they are not justified. Actually, sex is the basic and all-pervasive motivation in life, and it must be understood for a healthy mentality. It would be as unwise to ignore it because of prudishness as it would be to ignore physical disorders because they were unpleasant. It happens that Freud used the word sex as being inclusive of much more than genital activity. This, and the fact that American usage of the word is much more restricted, explains some of the resistance to psychoanalysis. Moreover, the American cultural taboo is a significant factor contributing to a high incidence of neuroses.

The relative place of sex is well understood by the competent analyst; he does not interpret all unconscious expressions from a patient in sexual terms, thus sexualizing all behavior. Indeed, he far more often has to point out how the patient's preoccupation with sex is interfering with mature relationship with people and with constructive work.

Further Criticisms

A second criticism directed against psychoanalysis, justifiable in only occasional instances, is that its practitioners "lack an appreciation of the social situation in which the patient lives." An undue emphasis on ideas and theories, with resulting indifference to current everyday problems, is certainly not the practice of many in the analytic group. Any analyst who regards his patients or the analytic process as a kind of phenomenon in a vacuum is not a competent physician. The patient comes to the psychiatrist because of symptoms which are the result of his past life and are expressed in his present environment. Proper evaluation of the sociological, economic, cultural and other aspects of both his past and present life is essential in helping him.

A third criticism is that "psychoanalysis is amoral." So, however, are surgery and medicine. It is true that an analysis may in some cases lead to divorce, or to less dependence on religion, or to a less rigid moral code. But when social, religious or moral behavior patterns are part of an unhealthy, neurotic adjustment to life, they need to be changed. On the other hand, it is equally true that in many instances analysis may help the individual to gain far more satisfaction out of his marital relationships, to find a more rational basis for his religious beliefs, and to achieve a really satisfying rather than a rigidly conforming personal way of life.

A fourth criticism is that psychoanalysis "uses technological jargon and verbal hocus-pocus." Its technique appears to some as ritualistic and even pseudo-occult. The fact is that every specialized activity has to coin new terms of description, and they may sound strange to "outsiders." Unfortunately many of the terms used by this developing science have two meanings: one for the average person and one for the psychoanalyst. Only wider understanding of psychoanalysis can correct that. As to technique, when the patient comes to the office, lies down on a couch and talks, it is not some kind of mystical ritual comparable to a confession. Experience has taught that this particular procedure facilitates relaxation and aids the patient to recall forgotten memories.

The High Cost of Analysis

A fifth criticism is that psychoanalytic treatment "requires too much time and because of that is too expensive." No one is more keenly regretful of this than the analyst. There is some divergence of opinion as to just how much time an analysis requires. Obviously, as in any medical treatment for an illness, the time required will vary with each individual, according to the type and severity of illness and to the recuperative powers of the individual. Also it depends on the skill of the analyst and perhaps somewhat on his point of view.

Most analyses are terminated when symptoms are relieved. Many people fail to recognize also that psychoanalysis is desirable for only a very small percentage of the patients who need psychiatric treatment. Briefer and modified methods derived from psychoanalysis have, however, a much wider application.

The cost is high because a physician who treats psychoanalytically can usually see not more than eight or ten patients in a working day, for each patient is seen for forty-five or fifty minutes, sometimes longer. Despite the necessarily higher fees charged per visit, however, the psychiatrist usually ranks in the lower income group of the medical specialists.

A sixth criticism is that the whole psychoanalytic movement is "divided into factions and contradictory schools of thought." It is true that psychoanalysis suffers, as does psychiatry itself, from its

lack of exactness and its inability to measure personality quantitatively as well as qualitatively. What is frequently forgotten by such critics is that Freud himself changed and revised his formulas many times. He also recognized the contributions of others to his theory and method of practice. Several of Freud's original group, notably Adler, Jung and Rank, rejected many of the principles and methods of technique suggested by Freud to develop their own special theories, and each advanced the understanding of behavior.

The development of minor "schools" representing variations in the details of psychoanalytic theory and practice is probably healthy. Certainly this science is far from being jelled and further scientific investigation is necessary. As yet we have no way of evaluating the amount of emotion an individual expresses. Nor do we know why a psychological conflict may express itself as a malfunctioning stomach in one person and as a tuberculosis phobia in another. But there is increasing hope that all psychiatry can become more exact in its application, through the development of standardized diagnostic personality tests.

Getting Rid of Quack Practitioners

Finally, psychoanalysis in general has been criticized for the presence of untrained and mendacious persons representing themselves as "psychoanalysts." Actually, as a group, the psychoanalysts have been more cautious and selective of their membership than any other medical specialty, and members of the profession are searching for a means whereby they can get rid of the quack practitioners, develop psychoanalysis into a more exact science and apply its principles to more human problem solving. A specified training course of several years, prolonged supervision and a final examination are required before one is recognized as a psychoanalyst.

All the objections to psychoanalysis came to the fore during the war years. When it was announced late in 1943 that a psychoanalyst had been appointed as Neuropsychiatry Consultant in the Office of the Surgeon General of the United States Army, a number of military personnel and civilians, both physicians and laymen, expressed the belief that "a psychiatrist with his feet on the ground should have been chosen." Strangely enough, however, military psychiatry did *not* suffer from the leadership and contributions of the psychoanalysts; it even showed unmistakable evidence of having been enriched through the widespread use of psychoanalytical methods.

To attempt standard psychoanalytic treatment in the Army would have been inappropriate, if not impossible, because of the time factors involved. But extensive use was made of the psychoanalytic principle of releasing disabling emotional tension. To accomplish this release, the patient was put partially to sleep with a drug and then encouraged to recall the disturbing experience which had precipitated his illness. He was thus enabled to relive the event that had had to be repressed because it was so painful to him. When he awakened the psychiatrist discussed the uncovered antecedents of the illness with the patient. This method could be used most effectively by those psychiatrists who were familiar with the fundamental principles of psychoanalytic theory.

The Future of Psychoanalysis

It would be presumptuous to attempt to forecast the future for psychoanalysis. We know that it has contributed most to our understanding of that important human reaction called neurosis, and to our understanding of the psychoses, criminality and deviate behavior. It has also contributed enormously to the understanding of normal behavior, and hence serves as the only logical basis for preventive psychiatry—a valid mental hygiene.

The principles of psychoanalysis more and more are being applied on a wider basis. No longer are they restricted to the treatment of neurotic individuals for an hour each day for months or perhaps years. "Brief psychotherapy," based on psychoanalytic principles, can often help the patient gain understanding and resolution of his problem in a few interviews.

But the influence of psychoanalysis is going far beyond the confines of psychiatry to all of medicine. For example, as we learn more, it is hoped that we will have a sounder basis for suggestions and recommendations to mothers about the care and training of their babies and small children. More and more medical men are accepting the premise that many physical symptoms have an emotional origin.

The potential contributions of psychoanalysis outside the field of medicine can only be guessed. The application of its principle of interpretation to different cultures, to art and literature, has already proved enlightening. We can confidently expect it to throw light on social relationships and group behavior. But whatever the future of psychoanalysis, it will be determined exactly as that of any other commodity is determined—by the need for it and by its utility.

Book Review

Childcraft. Four Guidance Volumes on Parent Education, recently revised. Complete set, twelve volumes. Quarrie Corporation, Chicago, 1947.

Childcraft's recently revised four volumes of parent education contain much new material and, as they now stand, constitute a liberal education in child care and behavior on a simple, easily understood level. These volumes are addressed directly to parents. The other eight volumes in the series present stories, poems, games, and other material for children. Taken together the set of books offers a serviceable library for parents to use for and with their children.

The theme of the parent education volumes under discussion is the dominant one of child study today: "children are people." It is the responsibility of those who care for them to recognize and to respect the individuality of each child and to help him bring to full development the best of his own particular abilities rather than to attempt to mold him according to someone's notion of what he ought to be. "Parenthood is a full-time job," writes Dr. Ernest G. Osborne of Columbia University, and Chairman of the Childcraft Editorial Advisory Board. "Surely for as important a profession as parenthood, people should seek out the best of what is known about the growth and development of children."

Childcraft, in volumes 9 through 12 on child development, aims to present this "best." A distinguished editorial advisory board under the chairmanship of Dr. Osborne has supervised the work of revision. Articles have been contributed by well-known authorities in their fields.

"The Growing Child," volume 9, takes up the growth and development of children at different age levels. In volume 10, "Guidance for Development," the child's reaction to the various aspects of his common life experiences is considered. "Ways of Learning," volume 11, is devoted to "formal" education (from a truly modern viewpoint) and its relationship to the home. The final volume, "Guide-Index," presents a summary of the material of the preceding volumes and gives specific aids, such as picture-guides, tables, charts, and tests of development.

In each volume familiar topics are discussed and in addition there are articles taking up subjects on which there is less written material available for the general public. For example, "The Growing Child" includes articles on "Adopted Children," "The Child Who Is Different," "Illness and Convalescence," "The Handicapped Child."

The essential spirit of the volumes is one of serious, but not academic, psychological insight combined with a refreshing practicality. A down-to-earth quality is maintained in the welcome and realistic discussion of radio and movies and comics by Evelyn Millis Duvall, Edgar Dale, and Josette Frank, respectively. A similar note is struck in "What Parents Should Expect of the School," by Dr. William Heard Kilpatrick, and in "The Child and Money," by Sidonie M. Gruenberg.

Deeper psychological considerations are emphasized in several articles which still do not neglect everyday aspects. The problem of sex education is well handled in this manner in an essay, "Good Beginnings," by Anna W. M. Wolf, and in "Sex in the Life of the Child," by Newell W. Edson. "Emotional Factors in Children's Learning," by Sybil K. Richardson, and "Home-School Cooperation," by Dr. Osborne, illustrate this successful blend of the practical and the profound. The great importance of deeper understanding is brought out especially in the chapter, "On Becoming a Parent." In this, as rarely in popular but authentic literature, the deep emotional significance of the desire to become a parent is here discussed for the everyday parent by Mary Langmuir Fisher. She brings out the importance of the father's as well as the mother's psychological preparation.

Additional features of these volumes enhance their value. At the end of each chapter, under the heading of "Some Things to Think About," is a series of questions for discussion based on the contents of the article. Following this, "Books to Read" lists well-selected references for further reading.

There may be some question as to the advisability of the section on "Tests of Mentality," and whether it might lead untrained people to come to unjustified conclusions. True, if they read carefully the preliminary pages on the meaning of the tests and how to evaluate them, they should be protected against misinterpretation. Unfortunately, however, there is a tendency in nearly all parents to overvalue intellectual development and the standing of the child in relation to his group. To advocate giving intelligence tests in the home, no matter what precautionary advice is offered, would encourage this tendency.

(*Continued on page 127*)

Children's Books

REPRINTS AND NEW EDITIONS

DURING the past few years, when the demand for children's books and especially juvenile classics was at its peak, publishers were hard pressed to keep the supply flowing. Restrictions and shortages of various kinds forced them to allow many desirable and worthwhile volumes to go out of print.

Now it is most heartening to find the trend has been reversed. As if under greater impetus for having been pent up too long, the presses have poured forth such a steady stream of reprints and old classics dressed in new format as to satisfy even the most ardent devotee.

In a period of shifting values, books that have withstood the ravages of time and change have a lasting appeal and serve as an anchor in a stormy world. These classics have survived and retain their popularity because they strike a responsive chord in today's boys and girls. Linking the past with the present, they carry a message of universal human experience and feeling that transcends passing years and changing customs.

It is this very quality of timelessness about many of the classics that evokes a nostalgia in parents who look forward to sharing their childhood pleasures with their own children. With what soaring hopes we present the treasured volume, only to be disappointed when the book is casually glanced at and laid aside for a more temporary and evanescent interest. In this connection a suggestion of caution might not be out of order. So many of us in our zeal to share or recapture the joy of a beloved favorite with our own boy or girl, make the mistake of offering it too soon, long before the child is ready for it. We will find it more rewarding to be patient and wait for the child to grow up to the book.

We would do well to remember, too, that today's child, accustomed to movie and radio action at jet-propelled speed, may fail to be as thrilled as his granddad was by Verne's Phineas Fogg, circumnavigating the globe in a snail-paced eighty days.

Again, some of the classics we once so fondly cherished may be rejected because they are too long for the accelerated tempo of the day. Especially for the child who finds reading not too easy a two-hour movie of *The Count of Monte Cristo* may provide adventure without those endless hours of reading.

Nevertheless the book-loving parent is loth to have his child grow up without the fun of floating down the Mississippi on a raft with Tom Sawyer and Huck Finn, or sharing the amazement and wonder of Gulliver. Who would want his child to miss the delight of going through Wonderland with Alice?

While many children take to books like the proverbial duck to water, many others are encouraged to read by having within their reach the right book at the right time.

Certainly the need for attractive, inviting, readable editions of the time-honored classics for young people is real indeed, and publishers have taken advantage of the remarkable progress made in recent years in the creation of beautiful and colorful books, giving wide scope to artists and book designers alike.

Among the reprint programs launched in recent months is Grosset and Dunlap's "Illustrated Junior Library." This very attractive series has been issued in three different editions, at three prices to meet various budgets. All three editions of each title are illustrated by the same artist and all have the same generous number of colored illustrations. The books vary in size and binding according to price. The "De Luxe" edition of each of the twelve titles so far published is $3.00. With a full-color picture printed on the entire buckram cloth binding and its plastic slipcase, it is, indeed, handsome and sumptuous, having all the aspects of a "gift" book. The "Special" edition at $2.00 is an outstanding value at that price, beautifully bound, with wide margins and many small pen drawings in black and white in addition to the ten colored illustrations. The "Popular" edition at $1.00 has many of the features of the higher priced editions but is somewhat scaled down in size. It is very good value in this day of high prices.

Included among the titles issued thus far are *Tom Sawyer* with humorous illustrations by Donald McKay, who evokes the real spirit of Mark Twain's boyhood on the Mississippi. *Black Beauty*, a perennial favorite of the young horse-lover, is colorfully brought to life by Fritz Eichenberg. *Pinocchio* has gay pictures by Fritz Kredel, who also illustrates *Grimm's Fairy Tales*, while the traditional charm of Holland is recreated by Cyrus L. Baldridge in *Hans Brinker*. Defoe's *Robinson Crusoe* is vigorously and dramatically illustrated by Lynd Ward. *Alice in*

Wonderland and *Through the Looking Glass* (in one volume) retain the peerless Tenniel illustrations, but these, as if the lily had to be gilded, have been tinted by Fritz Kredel.

The two newest additions to the "Junior Classics" are the ever-popular Louisa M. Alcott's *Little Women* and *Little Men*. The former, illustrated by Louis Jambor, brings to life the beloved March family; Douglas Gorsline, well-known American artist, creates a vivid picture of Jo and her boys at Plumfield in *Little Men*. Even in their least expensive editions these books are more attractive and appealing than Little Brown's two-volume *Chronicle of the March Family*, containing *Little Women, Little Men,* and *Jo's Boys*.

Random House has filled a long-felt need for those parents who cannot wait to give their youngsters *Pinocchio* and *Heidi*. While the new Grosset *Heidi*, illustrated by the distinguished artist, William Sharp, depicts splendidly the scenic loveliness of Switzerland, the full-length version is too often given to children who are not quite ready for it. This is even truer of *Pinocchio* which in the original may be too strong stuff for the younger child. The Random House adaptation of the latter by Allen Chaffee, prepared under the supervision of Josette Frank, is delectably illustrated by Lois Lenski, to make a fine picture story which younger children can enjoy. The companion picture story book of *Heidi* adapted by Florence Hayes and illustrated by Erika Weihs, is also admirably suited to the picture-book age. In both the story has been handled to omit some episodes without appreciable loss of interest and necessary excitement. They are high value at $1.00 each.

The trend toward the pouring of old wine into new bottles has also resulted in a large scale production by the World Publishing Company of the "Rainbow Classics." May Lamberton Becker, as general editor of this series, writes a properly enthusiastic and entertaining introduction to each volume of the series. Good typography, fine artists, and good bookmaking have been combined in these excellent additions to the field of popular classics at $1.00. Twenty-one titles have been published so far in this series, including a number suitable for girls and boys of junior high school age, such as Brontë's *Jane Eyre*, Jules Verne's *Twenty Thousand Leagues Under the Sea* and Dana's *Two Years Before the Mast*. Among most recent volumes are Stevenson's *Kidnapped*, with striking pictures by C. B. Falls, and Emily Brontë's *Wuthering Heights*.

(*Continued on page 122*)

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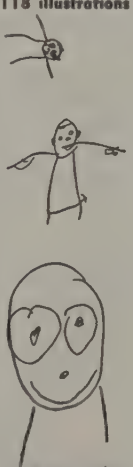

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Outstanding in this series are the *Hans Brinker* illustrated with particularly fine Dutch flavor by Hilda Van Stockum. Louis Slobodkin's pictures for *Tom Sawyer* are very ingratiating and this artist's work also lends vigor and action to J. Walker McSpadden's *Robin Hood*. Wesley Dennis' drawings for *Black Beauty* make the choice between the "Rainbow Classics" edition and the Grosset and Dunlap "Popular Edition" a difficult one. John Ruskin's fantasy of the three brothers of Treasure Valley in *The King of the Golden River* is beautifully reflected in a small book enhanced by Fritz Kredel's drawings, and Stevenson's *Child's Garden of Verses,* with pictures by Alexander Dobkin, is altogether enchanting.

It is noteworthy that the selection in *Andersen Fairy Tales* was made with finer discrimination for the "Rainbow Classics" than for the corresponding volume of the Grosset Junior Library. The inclusion in the Grosset edition of *The Red Shoes,* and *The Girl Who Trod on a Loaf,* stories whose themes of self-flagellation and spiritual mortification are hardly suitable for children, would make it impossible to recommend this volume to parents for their children.

Other publishers, too, have noteworthy contributions to the field of new editions. Longmans, Green has a new version of the *Arabian Nights*. Illustrated by Vera Bock, and with an introduction by Mary Gould Davis, this Andrew Lang retelling of the famous oriental tales is far preferable to Grosset's which despite the beauty of Earle Goodenow's exotic pictures offers an unfortunate version of the Aladdin story in its first printing. It is only fair to add that the publishers have deleted the offending material from subsequent printings.

Henry Holt & Co. have performed a service to little girls of this generation by bringing out new editions of two well-loved girls' stories. *Dandelion Cottage* by Carroll Watson Rankin, first published in 1904, is a minor classic, and a very welcome addition to the reading of today's ten to twelve-year-old girls. Dorothy Canfield Fisher's ever delightful *Understood Betsy* appears in a new dress with illustrations by Catherine Barnes. Holt has also brought out a modernized issue of *Beethoven: Master Musician,* by Madeleine B. Goss, one of its musical biography series for young people.

To those for whom there is only one *Robin Hood,* and that Howard Pyle's, Scribner's offers a new edition of this favorite of long standing at $3.00. The italicized paragraph headings at the sides of the pages have been omitted, making a more easily readable, modern type page, and Howard Pyle's famous drawings of Robin and his rollicking outlaw companions of Sherwood Forest emerge in all their original glory. Scribner's also has at $1.50 a new edition of Mrs. Ewing's *The Brownies*. This is the story for girls under ten on which the Brownie Scout organization is based. Katherine Milhous' illustrations for the book are distinctive.

Among other outstanding contributions to reprints and new editions in the realm of fairy tale literature is Post Wheeler's *Russian Wonder Tales,* with the famous Bilibin illustrations. This has been reissued by the Beechhurst Press at $3.50, with four new stories added by the author. These colorful old-world stories, among which *The Little Humpbacked Horse* is best known, are a never ending source of delight for the imaginative child. For art lovers and children of all ages, the incomparable Gustave Doré *Album of the French Fairy Tales of Perrault,* is superb. Didier has gathered all the old favorites, retold by Louis Untermeyer, into one enchanting volume at $3.00. There are also two volumes of Perrault at $1.75 each, *French Fairy Tales* and *More French Fairy Tales*. Parents should be warned, however, that in this version neither Grandmother nor Little Red Riding Hood ever emerge from Mr. Wolf's interior!

Charles Kingsley's *Water Babies,* in an adaptation by Clara G. Stillman, glowingly illustrated in water colors by Marjory Collison, simplifies the story of Tom, the chimney sweep, and his adventures with animals, birds, and fairies on land and sea. This is a product of Hyperion Press, which is also responsible for a childlike version of *Gulliver's Travels,* adapted by Patrick Bellew. Each of these sells for $2.00. Bobbs-Merrill has reintroduced a book of fairy tales by Raymond M. Alden, *Once There Was a King,* a collection of stories of high literary and imaginative quality by the author of the popular *Why the Chimes Rang,* also recently refurbished in new format. Both volumes sell at $2.00.

The list of welcome reprints continues with a new edition of the American classic, Honoré Morrow's *On to Oregon,* $2.50, published by Morrow Junior Books. Illustrated by Edward Shenton, the story is founded on the real historic episode of a boy who in 1848 led his small brothers and sisters across half the continent. Another book with an American historical background is Enid La Monte Meadowcroft's *The First Year* which Crowell have republished at $2.00. Based on a careful study of original records and source materials, this account of the Pilgrim's

(*Continued on page 127*)

On the Air

SATURDAY MORNING PROGRAMMING FOR CHILDREN

IN RECENT discussions of children's programs, parents and educators have stressed the need for more thoughtful programming in the hours when children listen. Criticism has been focused not so much on the programs now available as on the programming which provides for little variety of listener taste, interest or age range.

It is noteworthy, therefore, that the National Broadcasting Company and its local outlet in New York City (WNBC) are responding to this demand by presenting a thoughtfully balanced programming for all Saturday morning—a time definitely allotted to children's listening. From eight-thirty to ten on the local station and from ten to noon on the network there is something for everybody. A wide age range and varied interests are covered in a morning of programs for children and teen-agers.

8:30-9:00 (WNBC only) *Frank Luther*

Recorded "songs with a moral" intended to teach children some elementary things about such matters as safety, manners and good behavior. It is questionable whether this kind of teaching is really effective; but the songs and rhyming are well done and attractive as entertainment.

9:00-9:30 (WNBC only) *Triple B Ranch*

A children's participation show, introduced as a "radio rodeo." Teams of boys versus girls compete for points and prizes in answering questions of varied information. Interspersed with music and singing, it is lively and inviting. Children who like quizzes will want to participate at home or in the studio.

9:30-9:45 (WNBC only) *All Aboard for Adventure*

A transcribed program prepared in cooperation with the Protestant Council of New York. Brief stories about children are dramatized by a juvenile cast. Discussion highlights not only the influence of the church on the lives of these children but also significant points about the locale, making this an excellent introduction to peoples of many places and their ways of life.

9:45-10:00 (WNBC only) *Stamp Club*

Interesting facts about stamps and an invitation to young stamp collectors to see an exhibit of stamps at the studio and to join the trading after the program.

(*Continued on page 128*)

★ ★ ★

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Readers' Exchange

We shall publish in our Winter issue the most interesting of the letters received from readers in response to our request for brief accounts (300 words or less) of personal and practical experiences. In this issue, we offer a few of the many worth-while suggestions made at the Child Study Association's One-Day Institute for Professional Workers held last spring.

Day Nursery Parents

Much of my work in our day nursery in New Haven is to talk with parents individually instead of at a set meeting. Our mothers and fathers are working people who are too tired at night to listen to a lecture. But often in the morning, when they are still fresh, what one says to them about their children is eagerly received.

One morning a little girl in the four-year-old group arrived with her mother and had a temper tantrum, refusing to stay. Up to that time, she had been receiving all the attention from the little boys of the group, until the arrival of a new little curly-headed blonde had deflected some of it away from her. The mother did not know this and I heard her say: "You have to stay. I don't love you any more." Hurrying after the mother, I reached her before she got to the front door. "Please don't leave your child that way," I said. "Don't leave her feeling that you do not love her." After a talk, she returned to the room and said, "I do love you, but I don't like your tantrums. You don't seem like my little girl when you act this way."

Another morning, I heard a father say to his son who had spoken a swear word: "Don't say that or I'll call the priest to come cut your tongue out!" I asked the father if he did not believe there would come a time in the child's life when he wanted to talk to a priest. Would he wish him to be afraid of him and to hate him? The man said: "Oh, he knows I didn't mean it," but he stayed and talked with me quite a while. This is the kind of parent education we try to do.

EVELYN EASTMAN
Leila Day Nursery
New Haven, Conn.

Puppets for Family Drama

I have been experimenting with simple hand puppets made by children and teachers in the Play Schools, using them with the older children—eleven- and twelve-year-olds—and also with teachers, university students, nurses, and social workers, as an educational group method. I have found them very helpful in that they provide opportunities, through this kind of third dimensional medium, for dramatizing simple home, school, neighborhood, or other situations, and as a jumping off place for group discussions. We have a number of characters—mother, father, brothers and sisters, teachers, principal, policeman, storekeeper, etc.—and have had some fine spontaneous dramatizations depicting many kinds of typical situations, for example: jealousy, sibling quarrels, home-school relationships, housing problems, baby clinic problems, street incidents, attitudes toward groups other than one's own, etc.

One interesting puppet dramatization presented the early morning scene—mother, father, and children getting ready to go to work and school. It was most revealing to have the children vividly and realistically act out the parts played by various members of the family, and then have the parents do the same thing. It was interesting to compare how Mom thinks she sounds in the morning with how the children think she sounds. Sometimes material of this kind has later been discussed with groups of parents, and has usually resulted in excellent group discussion of many living situations.

I have been asked to bring the puppets to a number of conferences, schools, and training centers and there seems to be a good deal of interest on the part of a number of agencies in experimenting with such material in group work with both adults and children.

JEAN SCHICK GROSSMAN
Play Schools Association
New York City

Mistaken Judgment

A psychiatrist conferring with a group of nursery school teachers was asked for suggestions about how to handle a youngster who was biting other children. The psychiatrist plunged into a discussion of oral eroticism, sketched in the development of the super ego in passing, and closed with a scholarly summary of hostility and anxiety. She never did get back to the case in question. The teachers were impressed with her vocabulary but thought of psychiatry as having about as much relation to nursery school teaching as nuclear physics.

NINA RIDENOUR
Assistant Executive Secretary
New York City Committee
on Mental Hygiene

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News and Notes

Child Development Films

For anyone interested in interpreting child development, guidance techniques and modern educational practices through the motion picture, a recent bulletin from the Association for Childhood Education offers practical help. Recent developments in child study are summarized through seventy-six listed films, grouped under eight headings: Young Children at Home and in Nursery School, Learning Programs for Children and Youth, Health and Nutrition, Building Social Awareness, Community Participation, Child Development, and Films from Other Countries.

Complete information is given on the cost of these films and how and where to obtain them. Three organizations jointly sponsored the preparation of the bulletin. Copies may be obtained for thirty-five cents from Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington 8, D. C.

Fall Education Conferences

The thirty-eighth annual meeting of the National Committee for Mental Hygiene will be held at the Hotel Pennsylvania in New York on November 12 and 13. The Lasker award in Mental Hygiene will be announced on the 13th for an outstanding contribution in the field of adult education from the standpoint of parent-child relations. The headquarters of the National Committee are at 1790 Broadway, New York 19, N. Y.

The American Education Fellowship will hold its annual national conference at the Hotel Stevens in Chicago the week-end of November 27, 28 and 29. The conference theme is "Education for Better Human Relations." For further information write to Dr. Frances Horwich, Conference Chairman, Roosevelt College, 231 South Wells Street, Chicago, Ill.

Dr. Spock in the Midwest

A one-day institute at the Palmer House in Chicago will be held by the Association for Family Living on October 30. Dr. Benjamin Spock, whose book *Common Sense Book of Baby and Child Care* has made his name a household word with parents, will be the chief speaker. Dr. Spock has recently joined the staff of the Mayo Clinic in Rochester, Minnesota. For further information about the October conference, address the Association for Family Living, 209 S. State Street, Chicago 4, Ill.

Return from China

Dr. Ernest G. Osborne, vice-president of the Child Study Association, returned last spring, with Mrs. Osborne, after a year in China for the China Aid Council. Dr. Osborne worked with training projects for child welfare workers, gave courses of study in parent education and held special seminars. Dr. and Mrs. Osborne will be the guests of honor at the Open House to be held for Child Study Association members at headquarters, 221 W. 57th Street, on the afternoon of Sept. 30.

Maternity Center

The Child Study Association of America cooperated with the Maternity Center Association through staff participation in the courses for expectant mothers conducted at their headquarters during the past year. Aline B. Auerbach, of the Family Counseling Staff of the Child Study Association, contributed two discussion meetings to each course, focusing on the emotional aspects of the care of babies in their early months.

These courses give young parents-to-be a background of human psychology and anatomy and good maternal hygiene, together with an understanding of the baby's development before and after birth.

For further information about the courses and other activities of the Maternity Center Association, write to 654 Madison Avenue, in New York City.

Treasure Chests on the Air

World-Wide Broadcasting Foundation, which short-waves programs of international interest abroad, recently broadcast a dramatic program about the Treasure Chest Campaign, written by Harriet Eager Davis of the Child Study staff, and acted by sixth-grade children from Horace Mann-Lincoln School. Through "Our World United Through Books," American children send books, paper and pencils to the children of the war-torn countries, in brightly painted chests of their own making. Over a thousand chests have gone to twenty different countries, including Russia. At the request of the U. S. Army Re-Orientation Division for Former Enemy Countries many were sent to Germany and Japan. For full details about sending a chest, write Treasure Chest Campaign, Our World United Through Books, 551 Fifth Avenue, New York, N. Y.

Which Way, Women?

"Women's Opportunities and Responsibilities" is the theme of an issue of *The Annals* of the American Academy of Political and Social Science, published last spring, in which Mrs. Sidonie M. Gruenberg, Director of the Child Study Association of America, contributes an article "Changing Conceptions of the Family."

Mrs. Gruenberg has also recently accepted the post of consultant in family relationships for *Woman's Day*, the monthly magazine which sells for five cents and can be purchased at A & P stores.

The Eye-Bank

Despite some opposition to the idea and the scarcity of competent ophthalmic surgeons, The Eye-Bank for Sight Restoration, Inc. in New York City is now firmly established and is fulfilling its most important function—the collection and distribution of eyes for use in the modern miracle operation of transplanting healthy corneas to blind or partially blind patients. A new branch of the Eye-Bank to serve the Middle West has now been established in Chicago, and other regional branches are planned. Specific information will be forwarded on request from The Eye-Bank for Sight Restoration, Inc., 210 East 64th Street, New York 21, N. Y.

For Teachers of Handicapped Children

Five new curricula in the education of handicapped children are offered teachers this fall by the New York State College for Teachers in Buffalo. Courses in Education of the Hard of Hearing, of Mentally Retarded Children, of Orthopedically Handicapped Children, of Partially-sighted Children, and a course in Speech Correction are the special subjects given.

For more detailed information, write to Dr. M. H. Fouracre, Director, Department of Education for Handicapped Children, New York State College for Teachers, Buffalo 9, N. Y.

Intercultural Films

Educators concerned with promoting better understanding among the cultural groups in America will be interested in a new bibliography, "Films in Intercultural Education," published by the Bureau for Intercultural Education in New York. "Films in Intercultural Education" may be bought for ten cents a copy from the Bureau, 1697 Broadway, New York 19, N. Y.

CHILDREN'S BOOKS

(*Continued from page 122*)

first experiences in the new land is made more vivid by Grace Paull's lively and detailed pictures.

Even the very youngest have by no means been neglected in this outpouring of reprints. For them A. A. Knopf has reissued C. Lovat Fraser's *Nursery Rhymes* with its delightfully gay verses and amusing pictures, at $2.00. Platt and Munk have combined Maud Lindsay's *Mother Stories* and *More Mother Stories* into one attractive volume, at $1.50, of stories in which everyday experiences are enriched with the touch of imagination.

Within the covers of all these well-loved books, what stores of treasure are enfolded! What worlds of high adventure, friendship, and enchanting imagination lie as yet undiscovered, awaiting the "Open Sesame" of our children! We look forward with pleasurable anticipation to exploring these worlds with them, and so we should. But let them, too, as you yourself once did, experience the unique joy of discovery.

BELLA KORAL
Children's Book Committee

BOOK REVIEW

(*Continued from page 119*)

As one looks back for an over-all view of these volumes of *Childcraft*, one feels the warmth and friendliness of the approach. It is heart-warming, to this reviewer at least, to find the titles of "Housewife" and "Mother" given equal status with more generally recognized professional designations in describing the qualifications of the contributors. An effort apparently has been made to select writers who not only know, but who care. As a further example, the article on the "Handicapped Child" was written by a psychologist who has himself experienced what it means to be a physically handicapped child. Though the writing in all these articles is occasionally not up to their authors' usual best, the volumes as a whole reflect a fine spirit. The contributors are not merely trying to teach new techniques of child training, important as these are. One senses that these writers are themselves full of the excitement of the value and richness of life and of their great opportunity to impart this knowledge to those who, whether they know it or not, are the most important teachers—the parents.

FRANCES H. JAMEISON
Bibliography Committee of the Child Study Association

ON THE AIR

(*Continued from page 123*)

10:00-10:30 (Network) *Frank Merriwell*

Dramatizing a favorite juvenile series of the gay nineties. School life and athletics of that day are brought to life in effective, old-fashioned melodrama which has a modern enough touch to appeal to today's teen-agers or younger.

10:30-11:00 (Network) *Archie Andrews*

Comedy drama about the adventures and misadventures of adolescent boys and girls in a small town family and community, based on the comic strip characters. The caricatures of Archie's father, the town mayor and most other adults as foolish, stupid and opportunistic, seems hardly an edifying picture of life to present to young people. But the sketch has very funny moments and an appreciative studio audience which evidently enjoys it greatly.

11:00-11:30 (Network) *Teentimers' Club*

Jive, name-bands and croon-singing and some snappy dialogue, punctuated by responses from a vociferous teen-age studio audience, make this a lively program for those young people who like this kind of entertainment. Not for highbrows, but good entertainment of its kind. Unfortunately, it apes the worst features of its adult counterparts, singling out one member of the studio audience as the recipient of the soloists's attention and a shower of gifts out of all conscience, as bait for audience participation. This seems unsuitable in a program for youth.

11:30-12:00 (Network) *Smilin' Ed McConnell*

A genial and reassuring host sings jingles and tells stories of fantasy, humor and magic, with highly dramatized episodes, weird and funny sound effects and all the trimmings. A bit on the "corny" side but highly entertaining to younger listeners (four to eight).

JOSETTE FRANK

PREPARING YOUTH

(*Continued from page 108*)

environment which commercial and other organized interests are creating. In this can be included *some* (but not all) movies, *some* comics, *some* radio programs, *some* sports programs, *some* fiction thrillers, and parts of school curricula.

Hence parent and family life education must deal not only with personality development and human relations, but with the environment. It must give parents, individually and collectively, the wisdom and the courage to deal with the cultural environment, to insist upon real freedom for the child to experience, to think, to choose, and to grow.

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